



D1.3.1C Report Covering the Wider Societal Implications of the HANDS Project

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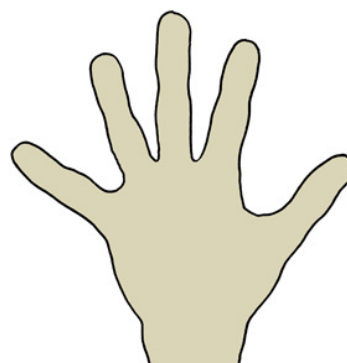
FINAL PROJECT REPORT

Grant Agreement number:
224216

Project acronym:
HANDS

Project title:
Helping Autism-diagnosed teenagers
Navigate and Develop Socially

Funding Scheme:
Collaborative Project



Deliverable description

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Preliminary version, October 24, 2011.
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1. Report on societal implications

Replies to the following questions will assist the Commission to obtain statistics and indicators on societal and socio-economic issues addressed by projects. The questions are arranged in a number of key themes. As well as producing certain statistics, the replies will also help identify those projects that have shown a real engagement with wider societal issues, and thereby identify interesting approaches to these issues and best practices. The replies for individual projects will not be made public.

2.

A General Information <i>(completed automatically when Grant Agreement number is entered.)</i>	
Grant Agreement Number:	224216
Title of Project:	HANDS
Name and Title of Coordinator:	Professor Peter Øhrstrøm
B Ethics	
1. Did your project undergo an Ethics Review (and/or Screening)? <ul style="list-style-type: none"> If Yes: have you described the progress of compliance with the relevant Ethics Review/Screening Requirements in the frame of the periodic/final project reports? <p>Special Reminder: the progress of compliance with the Ethics Review/Screening Requirements should be described in the Period/Final Project Reports under the Section 3.2.2 'Work Progress and Achievements'</p>	No
2. Please indicate whether your project involved any of the following issues (tick box) :	YES
RESEARCH ON HUMANS	
• Did the project involve children?	yes
• Did the project involve patients?	
• Did the project involve persons not able to give consent?	yes
• Did the project involve adult healthy volunteers?	
• Did the project involve Human genetic material?	
• Did the project involve Human biological samples?	
• Did the project involve Human data collection?	yes
RESEARCH ON HUMAN EMBRYO/FOETUS	
• Did the project involve Human Embryos?	
• Did the project involve Human Foetal Tissue / Cells?	
• Did the project involve Human Embryonic Stem Cells (hESCs)?	
• Did the project on human Embryonic Stem Cells involve cells in culture?	
• Did the project on human Embryonic Stem Cells involve the derivation of cells from Embryos?	

PRIVACY		
• Did the project involve processing of genetic information or personal data (eg. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?	yes	
• Did the project involve tracking the location or observation of people?	yes	
RESEARCH ON ANIMALS		
• Did the project involve research on animals?		
• Were those animals transgenic small laboratory animals?		
• Were those animals transgenic farm animals?		
• Were those animals cloned farm animals?		
• Were those animals non-human primates?		
RESEARCH INVOLVING DEVELOPING COUNTRIES		
• Did the project involve the use of local resources (genetic, animal, plant etc)?		
• Was the project of benefit to local community (capacity building, access to healthcare, education etc)?		
DUAL USE		
• Research having direct military use		
• Research having the potential for terrorist abuse		
C Workforce Statistics		
3. Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).		
Type of Position	Number of Women	Number of Men
Scientific Coordinator		1
Work package leaders	1	7
Experienced researchers (i.e. PhD holders)	3	9
PhD Students		
Other	30	22
4. How many additional researchers (in companies and universities) were recruited specifically for this project?		
Of which, indicate the number of men:		1

D Gender Aspects		
5. Did you carry out specific Gender Equality Actions under the project?	<input type="radio"/>	No
6. Which of the following actions did you carry out and how effective were they?		
<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> Not at all effective Very effective </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Design and implement an equal opportunity policy <div style="text-align: center;">○ ○ ○ ○ ○</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Set targets to achieve a gender balance in the workforce <div style="text-align: center;">○ ○ ○ ○ ○</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Organise conferences and workshops on gender <div style="text-align: center;">○ ○ ○ ○ ○</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Actions to improve work-life balance <div style="text-align: center;">○ ○ ○ ○ ○</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="radio"/> Other: <div style="border: 1px solid black; width: 50%; height: 20px;"></div> </div>		
7. Was there a gender dimension associated with the research content – i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed? <input type="radio"/> Yes- please specify <div style="border: 1px solid black; width: 150px; height: 20px; display: inline-block; vertical-align: middle;"></div> <input type="radio"/> No		
E Synergies with Science Education		
8. Did your project involve working with students and/or school pupils (e.g. open days, participation in science festivals and events, prizes/competitions or joint projects)? <input checked="" type="radio"/> Yes- please specify <div style="border: 1px solid black; width: 350px; height: 40px; display: inline-block; vertical-align: middle; padding: 5px;">Please see to the list of dissemination activities in D1.3.1B</div> <input type="radio"/> No		
9. Did the project generate any science education material (e.g. kits, websites, explanatory booklets, DVDs)? <input type="radio"/> Yes- please specify <div style="border: 1px solid black; width: 150px; height: 20px; display: inline-block; vertical-align: middle;"></div> <input checked="" type="radio"/> No		
F Interdisciplinarity		
10. Which disciplines (see list below) are involved in your project? <input type="radio"/> Main discipline ¹ : 1.1 <input type="radio"/> Associated discipline ¹ : 3.3,5.1,5.3 <input type="radio"/> Associated discipline ¹ :		
G Engaging with Civil society and policy makers		
11a Did your project engage with societal actors beyond the research community? (if 'No', go to Question 14)	<input type="radio"/> <input checked="" type="radio"/>	Yes No
11b If yes, did you engage with citizens (citizens' panels / juries) or organised civil society (NGOs, patients' groups etc.)? <input type="radio"/> No <input type="radio"/> Yes- in determining what research should be performed <input type="radio"/> Yes - in implementing the research <input type="radio"/> Yes, in communicating /disseminating / using the results of the project		

¹ Insert number from list below (Frascati Manual).

11c In doing so, did your project involve actors whose role is mainly to organise the dialogue with citizens and organised civil society (e.g. professional mediator; communication company, science museums)?		<input type="radio"/> <input type="radio"/>	Yes No
12. Did you engage with government / public bodies or policy makers (including international organisations)			
<input type="radio"/> No <input checked="" type="radio"/> Yes- in framing the research agenda <input type="radio"/> Yes - in implementing the research agenda <input checked="" type="radio"/> Yes, in communicating /disseminating / using the results of the project			
13a Will the project generate outputs (expertise or scientific advice) which could be used by policy makers? <input type="radio"/> Yes – as a primary objective (please indicate areas below- multiple answers possible) <input type="radio"/> Yes – as a secondary objective (please indicate areas below - multiple answer possible) <input checked="" type="radio"/> No			
13b If Yes, in which fields?			
Agriculture Audiovisual and Media Budget Competition Consumers Culture Customs Development Economic and Monetary Affairs Education, Training, Youth Employment and Social Affairs		Energy Enlargement Enterprise Environment External Relations External Trade Fisheries and Maritime Affairs Food Safety Foreign and Security Policy Fraud Humanitarian aid	Human rights Information Society Institutional affairs Internal Market Justice, freedom and security Public Health Regional Policy Research and Innovation Space Taxation Transport

13c If Yes, at which level? <input type="radio"/> Local / regional levels <input type="radio"/> National level <input type="radio"/> European level <input type="radio"/> International level		
H Use and dissemination		
14. How many Articles were published/accepted for publication in peer-reviewed journals?		5
To how many of these is open access² provided?		na
How many of these are published in open access journals?		na
How many of these are published in open repositories?		na
To how many of these is open access not provided?		na
Please check all applicable reasons for not providing open access:		
<input checked="" type="checkbox"/> publisher's licensing agreement would not permit publishing in a repository <input type="checkbox"/> no suitable repository available <input type="checkbox"/> no suitable open access journal available <input type="checkbox"/> no funds available to publish in an open access journal <input type="checkbox"/> lack of time and resources <input type="checkbox"/> lack of information on open access <input type="checkbox"/> other ³ :		
15. How many new patent applications ('priority filings') have been made? <i>("Technologically unique": multiple applications for the same invention in different jurisdictions should be counted as just one application of grant).</i>		
16. Indicate how many of the following Intellectual Property Rights were applied for (give number in each box).	Trademark	
	Registered design	
	Other	
17. How many spin-off companies were created / are planned as a direct result of the project?		
<i>Indicate the approximate number of additional jobs in these companies:</i>		
18. Please indicate whether your project has a potential impact on employment, in comparison with the situation before your project:		
<input type="checkbox"/> Increase in employment, or <input type="checkbox"/> Safeguard employment, or <input type="checkbox"/> Decrease in employment, <input checked="" type="checkbox"/> Difficult to estimate / not possible to quantify	<input type="checkbox"/> In small & medium-sized enterprises <input type="checkbox"/> In large companies <input type="checkbox"/> None of the above / not relevant to the project	
19. For your project partnership please estimate the employment effect resulting directly from your participation in Full Time Equivalent (FTE = one person working fulltime for a year) jobs:		<i>Indicate figure:</i>

² Open Access is defined as free of charge access for anyone via Internet.

³ For instance: classification for security project.

Difficult to estimate / not possible to quantify		<input checked="" type="checkbox"/>												
I Media and Communication to the general public														
20. As part of the project, were any of the beneficiaries professionals in communication or media relations? <input type="radio"/> Yes <input checked="" type="radio"/> No														
21. As part of the project, have any beneficiaries received professional media / communication training / advice to improve communication with the general public? <input type="radio"/> Yes <input checked="" type="radio"/> No														
22 Which of the following have been used to communicate information about your project to the general public, or have resulted from your project? <table border="1" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Press Release</td> <td><input checked="" type="checkbox"/> Coverage in specialist press</td> </tr> <tr> <td><input checked="" type="checkbox"/> Media briefing</td> <td><input checked="" type="checkbox"/> Coverage in general (non-specialist) press</td> </tr> <tr> <td><input checked="" type="checkbox"/> TV coverage / report</td> <td><input checked="" type="checkbox"/> Coverage in national press</td> </tr> <tr> <td><input checked="" type="checkbox"/> Radio coverage / report</td> <td><input type="checkbox"/> Coverage in international press</td> </tr> <tr> <td><input checked="" type="checkbox"/> Brochures /posters / flyers</td> <td><input checked="" type="checkbox"/> Website for the general public / internet</td> </tr> <tr> <td><input type="checkbox"/> DVD /Film /Multimedia</td> <td><input checked="" type="checkbox"/> Event targeting general public (festival, conference, exhibition, science café)</td> </tr> </table>			<input checked="" type="checkbox"/> Press Release	<input checked="" type="checkbox"/> Coverage in specialist press	<input checked="" type="checkbox"/> Media briefing	<input checked="" type="checkbox"/> Coverage in general (non-specialist) press	<input checked="" type="checkbox"/> TV coverage / report	<input checked="" type="checkbox"/> Coverage in national press	<input checked="" type="checkbox"/> Radio coverage / report	<input type="checkbox"/> Coverage in international press	<input checked="" type="checkbox"/> Brochures /posters / flyers	<input checked="" type="checkbox"/> Website for the general public / internet	<input type="checkbox"/> DVD /Film /Multimedia	<input checked="" type="checkbox"/> Event targeting general public (festival, conference, exhibition, science café)
<input checked="" type="checkbox"/> Press Release	<input checked="" type="checkbox"/> Coverage in specialist press													
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<input checked="" type="checkbox"/> TV coverage / report	<input checked="" type="checkbox"/> Coverage in national press													
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<input checked="" type="checkbox"/> Brochures /posters / flyers	<input checked="" type="checkbox"/> Website for the general public / internet													
<input type="checkbox"/> DVD /Film /Multimedia	<input checked="" type="checkbox"/> Event targeting general public (festival, conference, exhibition, science café)													
23 In which languages are the information products for the general public produced? <table border="1" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Language of the coordinator</td> <td><input checked="" type="checkbox"/> English</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other language(s)</td> <td></td> </tr> </table>			<input checked="" type="checkbox"/> Language of the coordinator	<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Other language(s)									
<input checked="" type="checkbox"/> Language of the coordinator	<input checked="" type="checkbox"/> English													
<input checked="" type="checkbox"/> Other language(s)														

Question F-10: Classification of Scientific Disciplines according to the Frascati Manual 2002 (Proposed Standard Practice for Surveys on Research and Experimental Development, OECD 2002):

FIELDS OF SCIENCE AND TECHNOLOGY

1. NATURAL SCIENCES

- 1.1 Mathematics and computer sciences [mathematics and other allied fields: computer sciences and other allied subjects (software development only; hardware development should be classified in the engineering fields)]
- 1.2 Physical sciences (astronomy and space sciences, physics and other allied subjects)
- 1.3 Chemical sciences (chemistry, other allied subjects)
- 1.4 Earth and related environmental sciences (geology, geophysics, mineralogy, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, oceanography, vulcanology, palaeoecology, other allied sciences)

- 1.5 Biological sciences (biology, botany, bacteriology, microbiology, zoology, entomology, genetics, biochemistry, biophysics, other allied sciences, excluding clinical and veterinary sciences)

2 ENGINEERING AND TECHNOLOGY

- 2.1 Civil engineering (architecture engineering, building science and engineering, construction engineering, municipal and structural engineering and other allied subjects)
- 2.2 Electrical engineering, electronics [electrical engineering, electronics, communication engineering and systems, computer engineering (hardware only) and other allied subjects]
- 2.3. Other engineering sciences (such as chemical, aeronautical and space, mechanical, metallurgical and materials engineering, and their specialised subdivisions; forest products; applied sciences such as geodesy, industrial chemistry, etc.; the science and technology of food production; specialised technologies of interdisciplinary fields, e.g. systems analysis, metallurgy, mining, textile technology and other applied subjects)

3. MEDICAL SCIENCES

- 3.1 Basic medicine (anatomy, cytology, physiology, genetics, pharmacy, pharmacology, toxicology, immunology and immunohaematology, clinical chemistry, clinical microbiology, pathology)
- 3.2 Clinical medicine (anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, dentistry, neurology, psychiatry, radiology, therapeutics, otorhinolaryngology, ophthalmology)
- 3.3 Health sciences (public health services, social medicine, hygiene, nursing, epidemiology)

4. AGRICULTURAL SCIENCES

- 4.1 Agriculture, forestry, fisheries and allied sciences (agronomy, animal husbandry, fisheries, forestry, horticulture, other allied subjects)
- 4.2 Veterinary medicine

5. SOCIAL SCIENCES

- 5.1 Psychology
- 5.2 Economics
- 5.3 Educational sciences (education and training and other allied subjects)
- 5.4 Other social sciences [anthropology (social and cultural) and ethnology, demography, geography (human, economic and social), town and country planning, management, law, linguistics, political sciences, sociology, organisation and methods, miscellaneous social sciences and interdisciplinary , methodological and historical S1T activities relating to subjects in this group. Physical anthropology,

physical geography and psychophysiology should normally be classified with the natural sciences].

6. HUMANITIES

- 6.1 History (history, prehistory and history, together with auxiliary historical disciplines such as archaeology, numismatics, palaeography, genealogy, etc.)
- 6.2 Languages and literature (ancient and modern)
- 6.3 Other humanities [philosophy (including the history of science and technology) arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic "research" of any kind, religion, theology, other fields and subjects pertaining to the humanities, methodological, historical and other SIT activities relating to the subjects in this group]